



**ACRE**

Accountability and Curriculum Reform Effort  
in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

# Next Generation School Assessment and Accountability

Monday, October 24, 2011



→ New Summative Assessments

~30 min

*Questions and Discussion*

~15 min

→ New Accountability

~30 min

*Group Brainstorming*

~20 min

*Group Share Out and Notes*

~20 min

→ ESEA Waivers/Gallery Walk

~40 min

*Questions and Discussion*

~15 min

# Summative Assessments

Dr. Tammy Howard



# Assessment System

- Formative
  - NC Falcon
- Interim
  - Benchmark assessments
  - District
- Summative
  - End-of-year
  - Standardized

# Summative Assessments

- English Language Arts
  - Common Core State Standards (June 2010, SBE)
  - Grades 3-8 and English II
- Mathematics
  - Common Core State Standards (June 2010, SBE)
  - Grades 3-8 and Math I (Algebra I/Integrated I)
- Science (February 2009, SBE)
  - Essential Standards
  - Grades 5, 8 and Biology

# Time Line

- 2011-12 Field Tests
  - General
  - ***NCEXTEND2***
  - ***NCEXTEND1***
- 2012-13 Operational Assessments
  - Performance standards set **AFTER** tests administered
  - Results delayed until early fall

# Delivery Formats

- Online (Paper/Pencil version)
  - All ***NCEXTEND2*** (EOG and EOC)
  - Science Grades 5 and 8
  - English II EOC
  - Biology EOC
  - Algebra I EOC
- Paper/Pencil (Online version)
  - General ELA and Mathematics Grades 3-8
- Paper/Pencil Assessments
  - ***NCEXTEND1***

# Prioritization of Content Standards

- Two-Step Process
  - Step 1: Teachers convened to provide input
    - Relative importance of each standard
    - Anticipated instructional time
    - Appropriateness for multiple-choice format
  - Step 2: Curriculum and Test Development staff at DPI review input and develop weight distributions across the domains for each grade level



# Weights English II

- Reading for Literature
  - 30–34%
- Reading for Information
  - 32–38%
- Writing
  - 14–18%
- Speaking and Listening
  - NA
- Language
  - 14–18%

# Item Types

- Online
  - Technology Enhanced Items
- Both Online and Paper/Pencil
  - Mathematics: gridded response items
    - Grades 5-8 and Math I (Algebra I/Integrated I)
  - Calculator Inactive: Grades 3-8 and Math I (Algebra II/Integrated I)
    - One-third to one-half of grades 3-8
    - One-third of Math I (Algebra I/Integrated I)
  - English II: short constructed response
  - General: Four-response multiple-choice items
  - **NCEXTEND2**: Three-response multiple-choice items

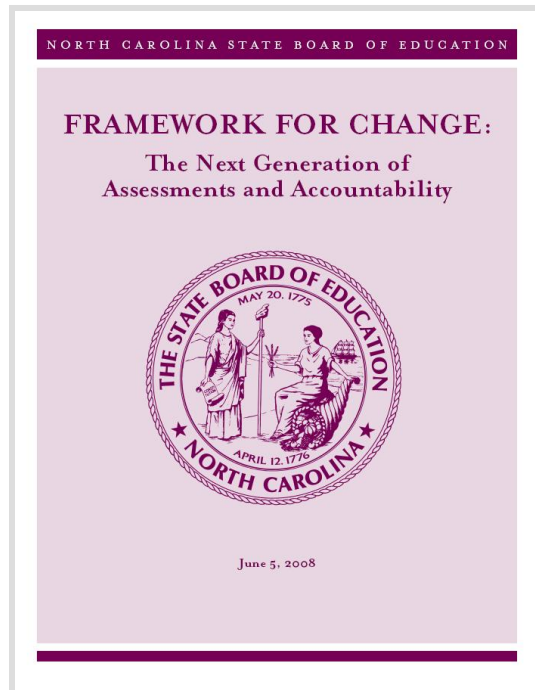
# ACT, PLAN, and WorkKeys

- **ACT: All 11<sup>th</sup> graders**
  - Post-secondary readiness measure
  - March 6, 2012 (make-up date is March 20, 2012)
  - ***NCExtend1***: separate assessment
- **Plan: All 10<sup>th</sup> graders**
  - Diagnostic measure not used for high stakes accountability
  - December 5-16, 2011
- **WorkKeys**
  - Students identified as concentrators in the senior year
- **Webinars with superintendents, principals, central office staff: October 3, 5, and 6 (4:00 pm to 5:30 pm)**

# Next Generation Accountability Model

Michael Martin and Tammy Howard





7. **Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for post-secondary education and skilled work.** To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. *The focus of the new model must remain on student achievement and academic growth.*

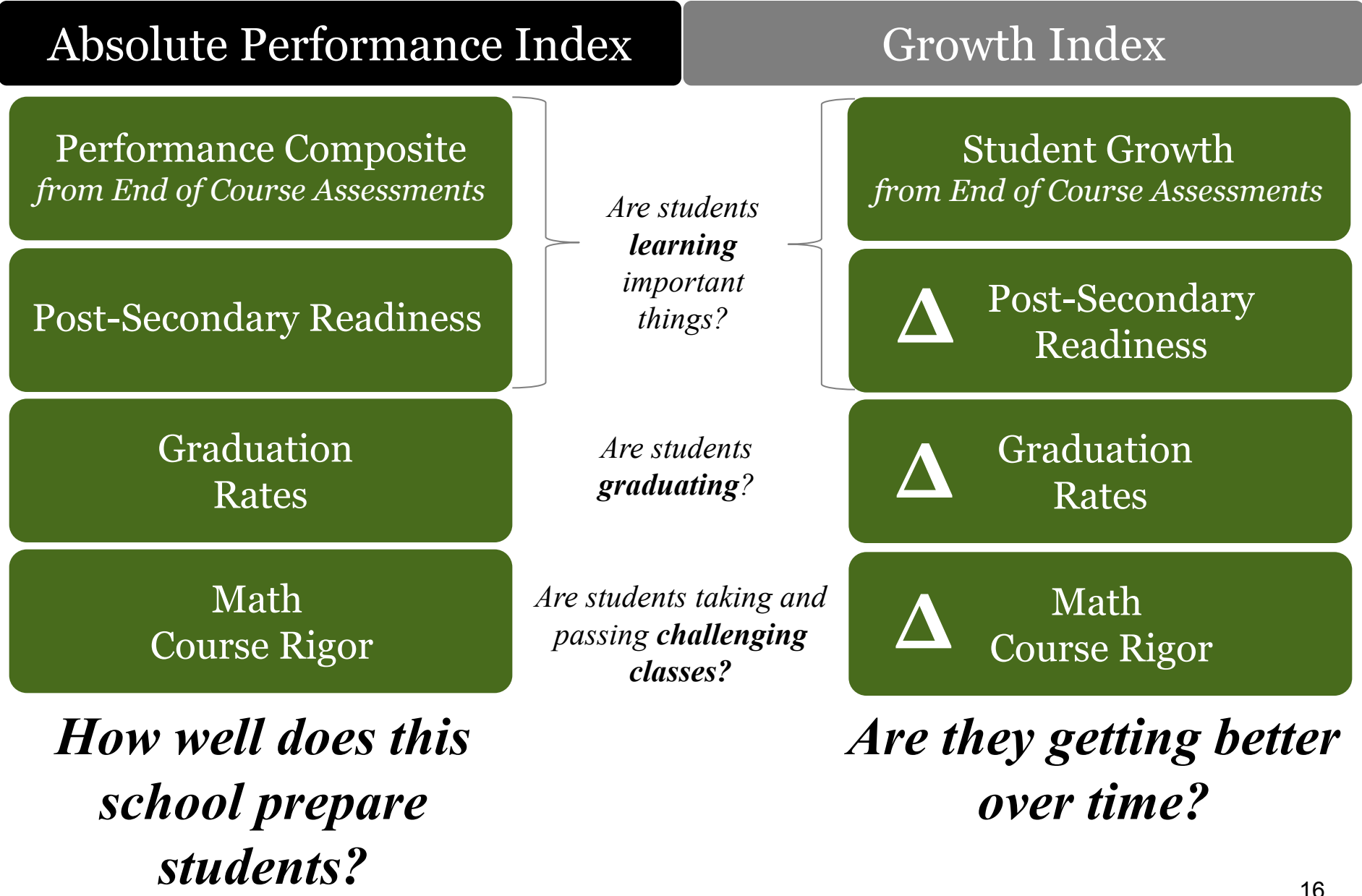
Goal: Institute an accountability model that...

- **improves student outcomes**
- **increases graduation rates**
- **closes achievement gaps**

**Indicators**

**Uses**

**Levels**





# Proposed **Uses** *(of indicators)*

Report

Reward and  
Sanction

Target Assistance

# Levels at which indicators might be used

Student

Classroom

School

LEA

State

## Absolute Performance Index

Performance Composite  
*from End of Course Assessments*

$W\%$

$W\%$

Post-Secondary Readiness  
*ACT (or SAT)*

$X\%$

$X\%$

Graduation  
Rates

$y\%$

$y\%$

Math  
Course Rigor

$Z\%$

$Z\%$

## Growth Index

Student Growth  
*from End of Course Assessments*



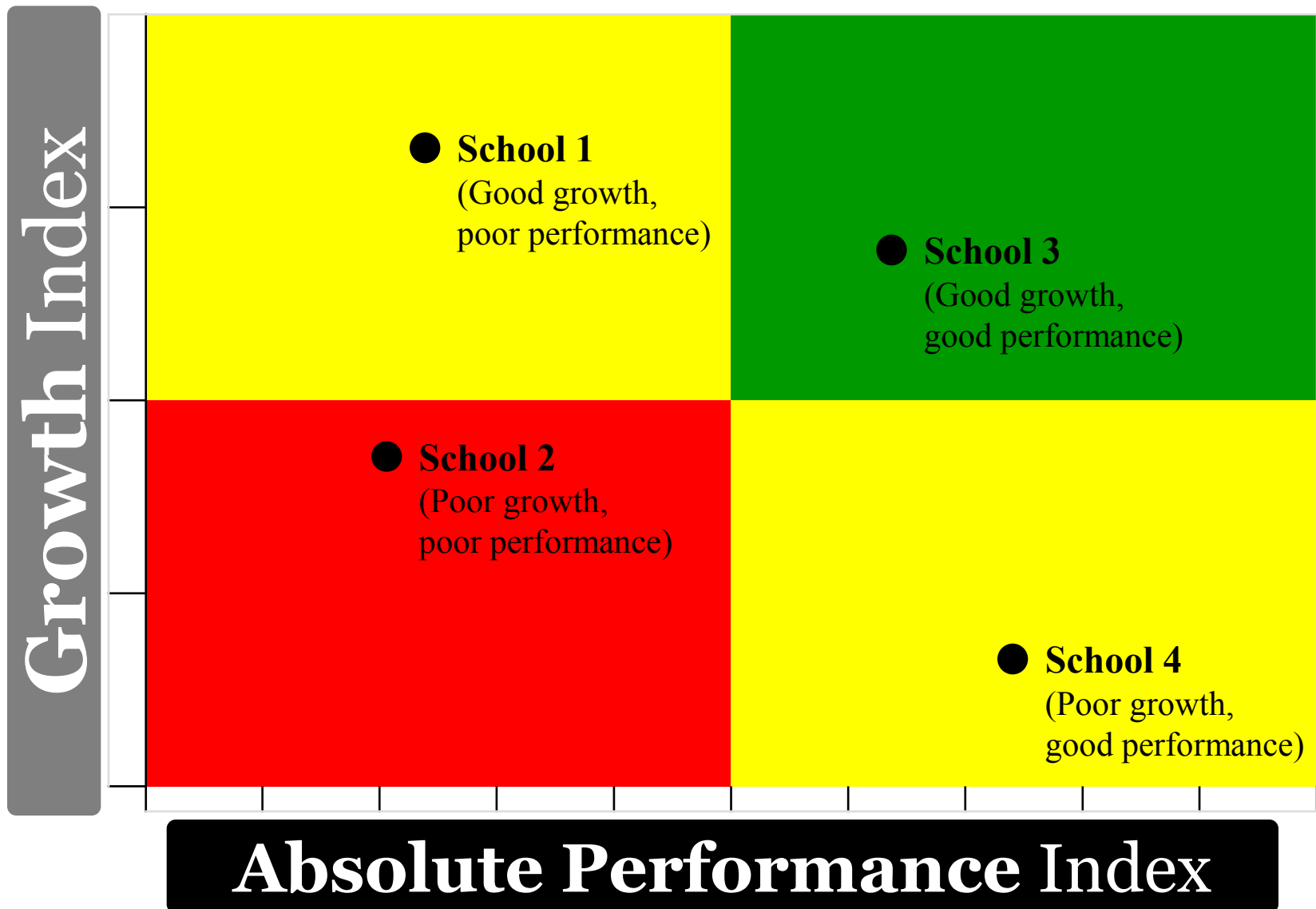
Post-Secondary  
Readiness



Graduation  
Rates



Math  
Course Rigor



# Recommended Weights in High School

## Performance Composite

% of students scoring proficient on new Algebra I, English II and Biology defined by new SCOS

30%

## ACT Readiness Benchmarks Achieved

% of students scoring at a college and career ready level on the four ACT components

30%

## Graduation Rate

% of students in cohort graduating from high school within 5 years

30%

## Math Course Rigor

Graduates who took and passed Algebra II or Integrated Math III

10%

# Sample Calculation

## Absolute Performance Index

### Sample Calculation for High School A

Performance Composite	76.2%	.762	x 150	= 114.3	points
ACT Readiness Benchmarks Achieved	43.2%	.432	x 150	= 64.8	points
Graduation Rate	79.1%	.791	x 150	= 118.7	points
Graduates who took and passed Alg II/Int III	64.0%	.640	x 50	= 32.0	points
					<hr/>
					330 out of 500 Performance Index

# Questions

1. Do you think the new accountability plan as outlined will lead to improved student outcomes, increased grad rates and the closing of achievement gaps? Why or why not?
2. From your perspective as a practicing educator, what would you like the State Board of Education to consider as they prepare to vote on a new accountability model?
3. How would you weight the four indicators (use percentages summing to 100%).
4. What sort of rewards would be motivating for high-levels of achievement and growth?
5. If a school is not achieving at high-levels (for instance is in the lowest 5% on all the indicators), what action should be taken to ensure the school improves student outcomes?
6. Beyond the four basic indicators, what other indicators would you suggest considering as a bonus indicator or to report for a school?

# Our Opportunity

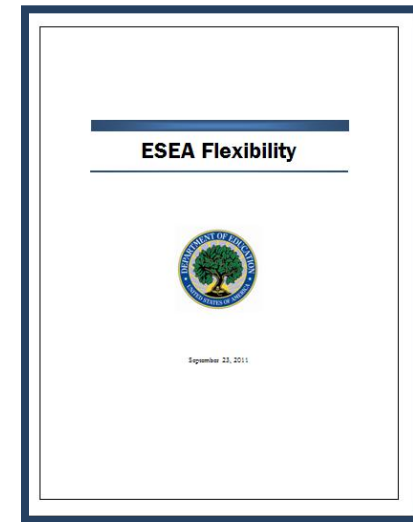
## New State Model for 2012-13

Absolute Performance Index		Growth Index
Performance Composite <i>from End of Course Assessments</i>	Are students <i>learning</i> important things?	Student Growth <i>from End of Course Assessments</i>
Post-Secondary Readiness		Δ Post-Secondary Readiness
Graduation Rates	Are students <i>graduating</i> ?	Δ Graduation Rates
Math Course Rigor	Are students taking and passing <i>challenging</i> classes?	Δ Math Course Rigor

Embed the  
requirements of

## ESEA Flexibility

September 23, 2011



*One Coherent Model*



# Uses

Report

Reward and  
Sanction

Target  
Assistance

## How will this be better than NCLB?

- Consequences should align to the indicators
- Resources must remain focused on helping the schools and subgroups with the lowest achievement
- First interventions should be non-judgemental
- Reward excellence in performance and growth
- Include a diagnostic review to understand root causes
- Be transparent with data and clear in reporting



## Overview of ESEA Waiver Request Language and Requirements

What the waiver requires of states:

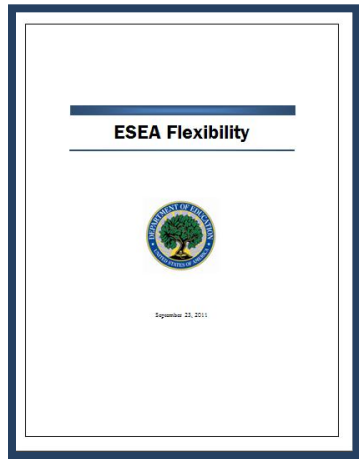
1. College-and-Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

# Important Things to Know

- Waiver will not remove accountability; the goal is to improve how accountability is done
- States lead in the design
- Some of the requirements are specific and waivers are contingent upon four major principles
- Release from some of the requirements of NCLB may happen as early as this year
- Schools will continue to have AYP designations although
  - 1) The state can set new annual measurable objectives and
  - 2) AYP status does not have to trigger sanctions

# Overview of ESEA Flexibility

## Important Notes on Principle 2 from USED



## Requires identification of

- **Reward Schools**  
highest performing and highest progress
- **Priority Schools**  
lowest achieving based on proficiency and lack of progress
- **Focus Schools**  
contributing to the achievement gap

A photograph of students in a classroom. A young woman with dark hair in a bun is in the foreground, looking down at a book. Other students are visible in the background, also looking at their books. A semi-transparent dark box is overlaid on the image, containing the text 'Time Lines'.

# Time Lines

- 5 Year
- 6 month

# Timeline to final

October	<ul style="list-style-type: none"> <li>• <b>Oct 5 - Discussion of Uses and ESEA Waivers in 2012-13 Model</b></li> </ul>	
November	<ul style="list-style-type: none"> <li>• <b>Nov 2 - Discussion of Uses and ESEA Waivers</b></li> <li>• <b>Nov 4 – Release Proposed Model for Feedback (reflecting waivers)</b></li> </ul>	<div>Public Feedback Window including</div> <ul style="list-style-type: none"> <li>• Public</li> <li>• Educators</li> <li>• RESAs</li> <li>• Title I Committee of Practitioners</li> <li>• NCAE</li> <li>• Others</li> </ul>
December	<ul style="list-style-type: none"> <li>• <b>Dec 1 - 2012-13 Model for Discussion</b></li> </ul>	
January	<ul style="list-style-type: none"> <li>• <b>Jan 4 - 2012-13 Model for Action</b></li> </ul>	
February	<ul style="list-style-type: none"> <li>• <b>Mid-Feb - ESEA Waiver Deadline #2</b></li> </ul>	

## Questions?

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